AIM Special Education Forms

Login Through Evaluation Report

opi.mt.gov

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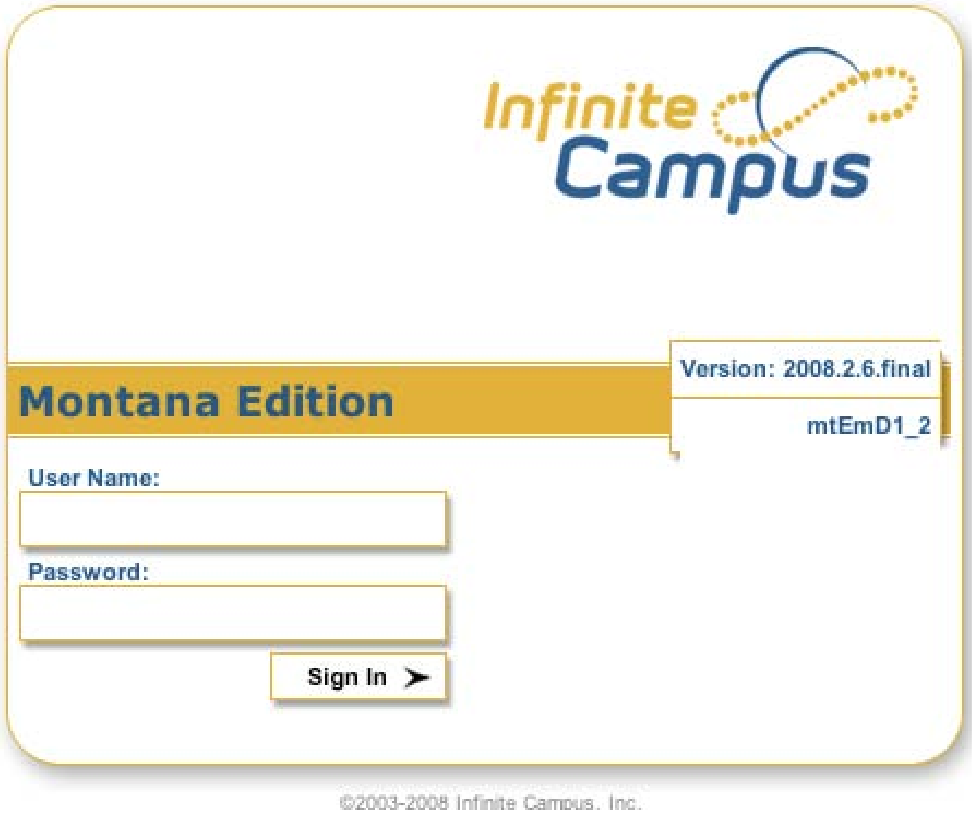
February 2010

Achievement in Montana (AIM) Table of Contents

Getting Started

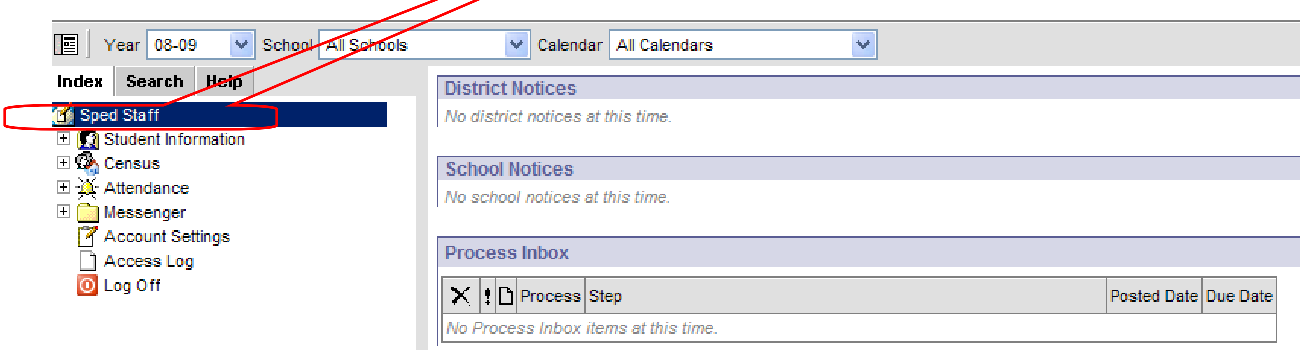


Enter the User Name and Password provided by your district. Click 

.

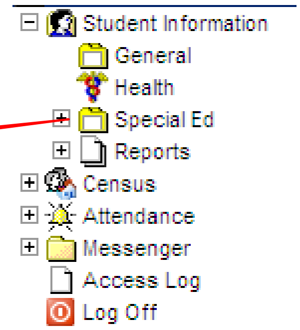
At this point, your district's home page appears with the current school year, drop-down list of schools, and information. The screen below is a home page. The first important feature will be the toolbar, the column on the left, with your name at the top.

Your name will appear at the top of the list. In the example, your name is Sped Staff. Underneath your name is a listing of modules that Infinite Campus uses to manage student records. We will only use some of these tools for special education records.



Home Page

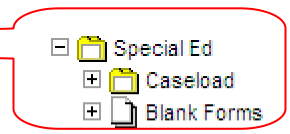
Below your name, you will also see a list of tools, some of which have a "+." Under Sped Staff the following choices appear:



Click ⊞ Student Information. Notice that ⊞ Student Information becomes ⊟ Student Information and four tools appear underneath, as shown at the right.

Click on the words ⊞ Special Ed and it changes the uppermost functions from Index Search Help to Index Search Help and opens to the Search Tab allowing a search by Student (default), State ID, Staff, All People, and Help.

Click on the plus (+) sign ⊞ Special Ed to open the two folders under the Special Ed tool.



Clicking ⊞ Caseload brings up a list of students for whom you are the designated case manager.

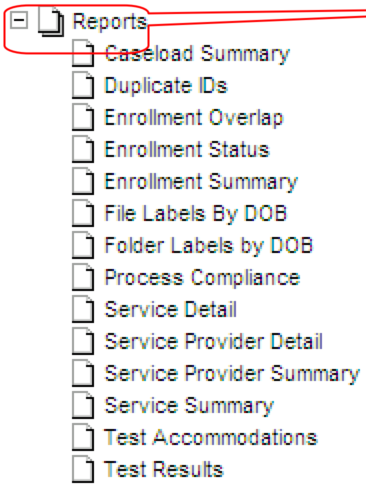
Clicking ⊞ Blank Forms opens up the complete menu of OPI forms.

<u>Technical Note: Navigation Tools</u>

Do not use your Internet browser's navigation tools while using Infinite Campus. If you used the "Back" button to return to the previous screen, you might be exited from the Infinite Campus site.

Pressing **F-11** on your keyboard hides the browser tool bars and gives you more workspace. Pressing **F-11** again unhides the tool. Within Infinite Campus you can go back to a previous screen by clicking on the "Documents" tab.

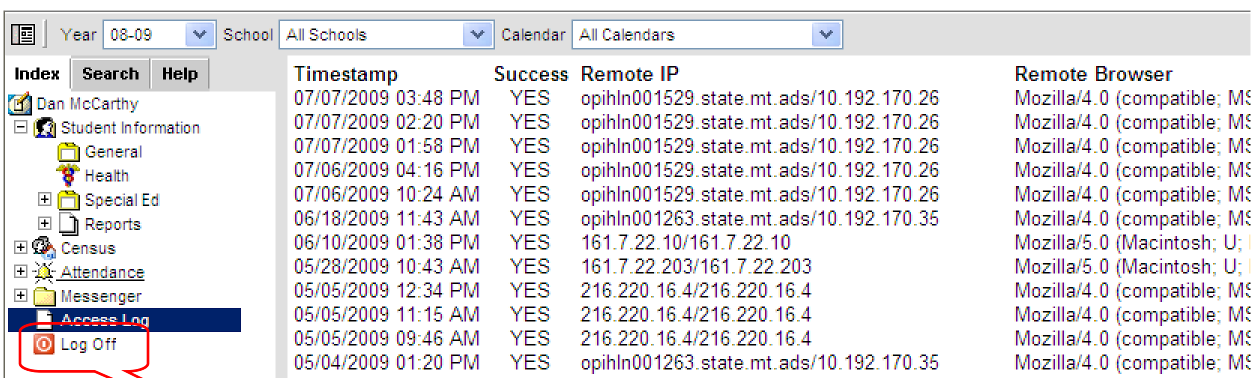
Advanced Features



Click on the Reports and it opens up a menu of reports that capture the information from the databases, as shown on the left.

Click Census and the People tool appears. This function will assist you in locating records within Infinite Campus. This edition of Montana's Infinite Campus does not use the Attendance or Messenger tools.

The Access Log button opens the screen below, which is a list of system logins.



Timestamp	Success	Remote IP	Remote Browser
07/07/2009 03:48 PM	YES	opihln001529.state.mt.ads/10.192.170.26	Mozilla/4.0 (compatible; MS
07/07/2009 02:20 PM	YES	opihln001529.state.mt.ads/10.192.170.26	Mozilla/4.0 (compatible; MS
07/07/2009 01:58 PM	YES	opihln001529.state.mt.ads/10.192.170.26	Mozilla/4.0 (compatible; MS
07/06/2009 04:16 PM	YES	opihln001529.state.mt.ads/10.192.170.26	Mozilla/4.0 (compatible; MS
07/06/2009 10:24 AM	YES	opihln001529.state.mt.ads/10.192.170.26	Mozilla/4.0 (compatible; MS
06/18/2009 11:43 AM	YES	opihln001263.state.mt.ads/10.192.170.35	Mozilla/4.0 (compatible; MS
06/10/2009 01:38 PM	YES	161.7.22.10/161.7.22.10	Mozilla/5.0 (Macintosh; U;
05/28/2009 10:43 AM	YES	161.7.22.203/161.7.22.203	Mozilla/5.0 (Macintosh; U;
05/05/2009 12:34 PM	YES	216.220.16.4/216.220.16.4	Mozilla/4.0 (compatible; MS
05/05/2009 11:15 AM	YES	216.220.16.4/216.220.16.4	Mozilla/4.0 (compatible; MS
05/05/2009 09:46 AM	YES	216.220.16.4/216.220.16.4	Mozilla/4.0 (compatible; MS
05/04/2009 01:20 PM	YES	opihln001263.state.mt.ads/10.192.170.35	Mozilla/4.0 (compatible; MS

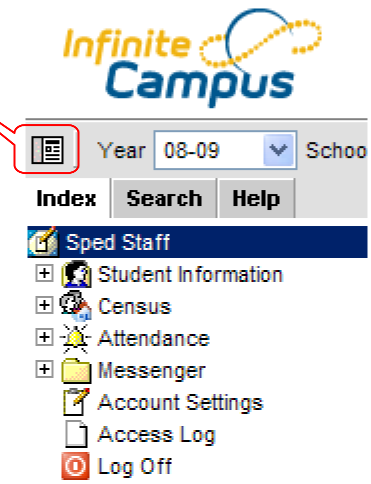
The final element is the Log Off tool. Click Log Off to end each session.

Technical Note: Logging Off

Remember to Log Off when you finish each session. This practice ensures that the next person using your computer will not have access to the student's personally identifiable information. To further ensure the confidentiality of student information, Log Off when you leave the computer.

Apply the same confidentially ensuring practices to this digital record as you would to the traditional paper records you worked with in the past.

Two Windows

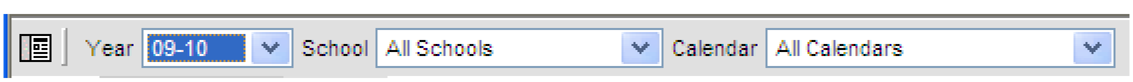


Just below the Infinite Campus logo is the “toggle” button. This button opens and closes the narrow window on the left, the toolbar with "Index, Search, and Help tabs at the top.

Click the toggle button once and the Index Search Help outline disappears and the workspace window opens to the fullest. Click the toggle button again and the Index Search Help outline appears again.

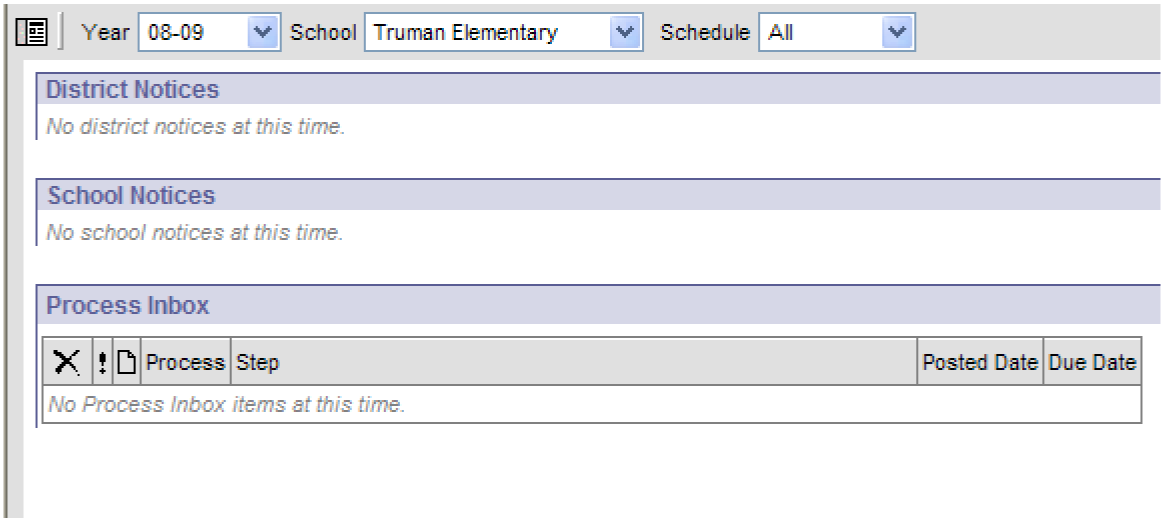
You can change the width of the Index Search Help outline by moving your cursor (a white arrow) to the right hand edge of the outline, watch for the cursor to turn into a double-headed arrow, click and drag to choose the size of the outline you want.

To the right of the toggle are three drop-down menus, shown below.

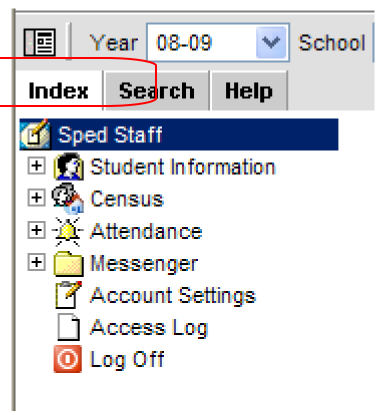


These menus let you select the school year, school building, and calendar with which you work, depending upon your Access Rights. Your system administrator will advise you about these functions.

The workspace (see illustration below) has three main sections (District Notices, School Notices, and Process Inbox) arranged vertically. District Notices are posted by your system administrator. They are viewable to all users within the district School Notices are posted by your system administrator. They are only viewable to those users who are assigned user rights to that school. Process Inbox is how the system communicates that you have an activity to do.



Index, Search, and Help

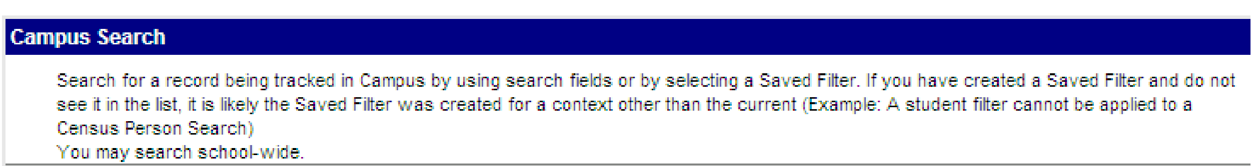


Use the toggle button to open the toolbar on the left. If you do not see the toolbar, click the button. The top of the outline has three tabs Index Search Help. The white tab is the active one. A click on any of the three tabs changes the color from gray to white and from inactive to active.

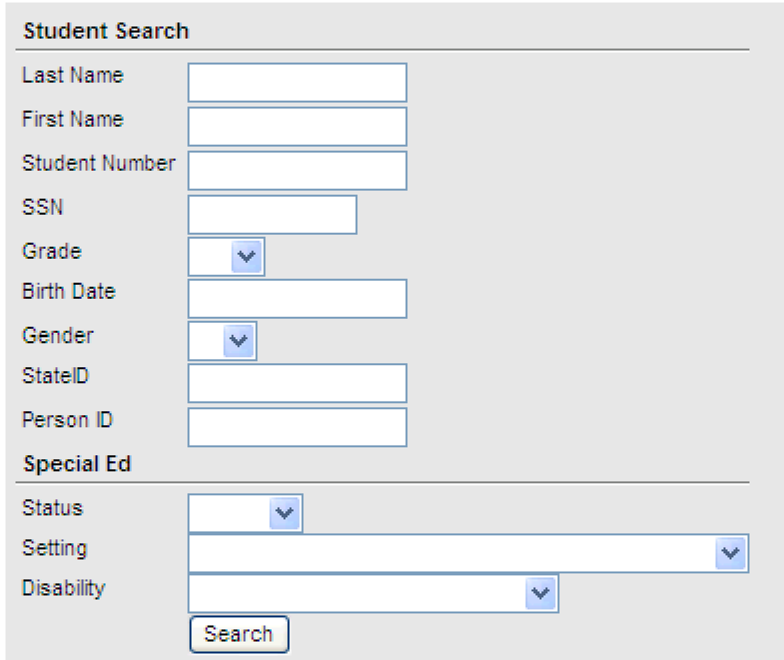
You should see your name at the top next to the . If you do not see the screen at the right, click on Index. Under the Index tab name are several modules or tools, beginning with Student Information and ending with Log Off.

The "Search" tab has a drop-down menu allowing several methods for finding individuals or information. A click on Search brings up the "Search for a:" tool that has a pull-down menu. The drop-down list has several choices to locate specific information. Type in the information you are looking for and click Go.

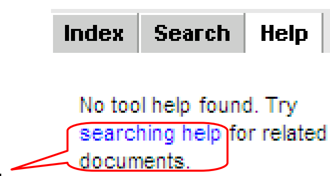
Beneath the search engine is a link labeled "Advanced Search>>." The link changes the Workspace to a **Campus Search** screen. Clicking on the Campus Search screen allows you to tailor your search more specifically and search throughout your school.



Search for a particular student or students by entering the criteria you want to look for into the appropriate box.



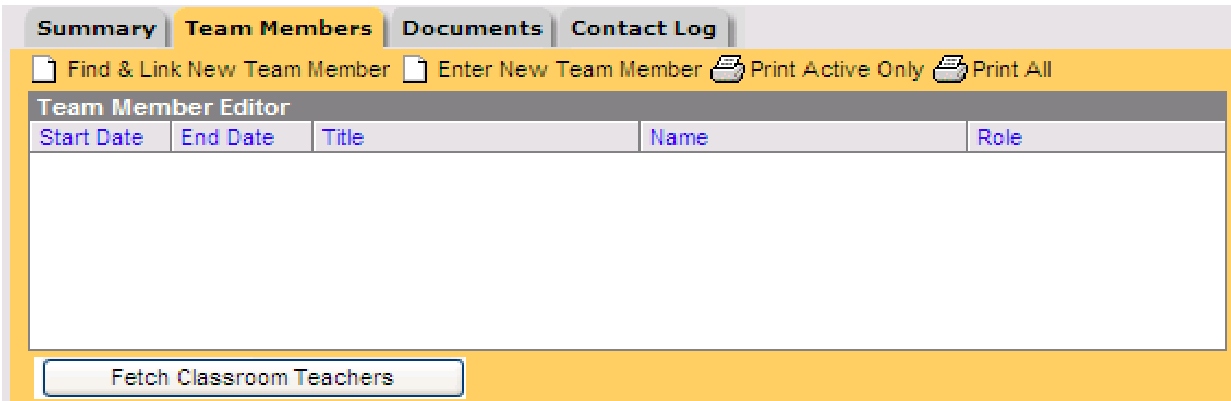
Help Tab



The **Help** tab provides assistance related to the workspace currently in use. For instance, when using the **Team Members**, tool, the **Help** tab offers information related to steps to take when building a team and links to system components related to the topic. An individual user's rights may limit access to certain system components. If no workspace is in use, the **Help** tab will advise "This is a table of contents/directory of help for when there is no context." To look for related documents, click on the embedded link searching help (the cursor changes from a white arrow to a pointing index finger when positioned above the blue text). This action changes the focus to the **Index** **Search** **Help**.

Building An IEP Team

Click on the Team Members tab to open the Team Member Editor shown below. This editor has two tools for identifying IEP team members: Find & Link New Team Member and Enter New Team Member.



The first tool, Find & Link New Team Member, brings up a search tool, Find New Team Member, that brings up all individuals linked to the student. This tool is shown below. Click and hold the Census drop-down menu to view the list of individuals, e.g., parents and siblings, linked to the student through Infinite Campus' *Census* database.

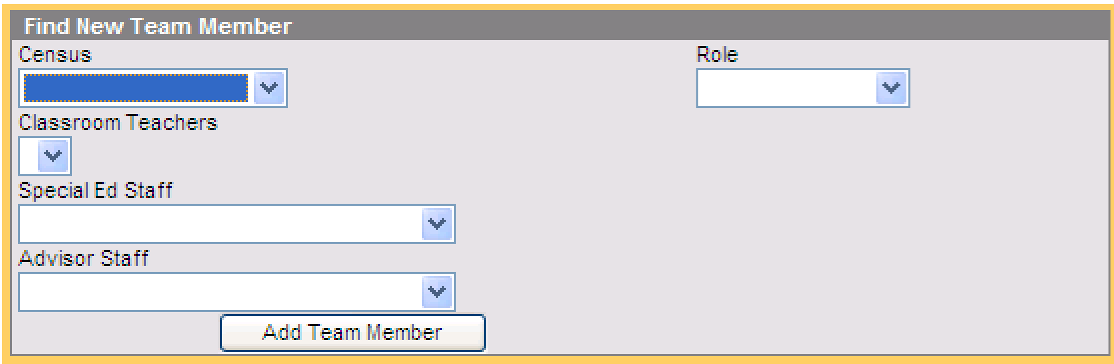
The Role drop-down menu shows the New Team Member's relationship to the student and the level of access the New Team Member has to the Student's IEP.

- View-Only—when using the scheduling function of the AIM system, this puts an icon on a teacher's roster that the student has an IEP—they are not able to look at that IEP with a View-Only role; use this role to add outside agencies (probation officer, Part C provider, etc.) as a part of the student's Special Education team for signatures.
- Read-Only—this allows the user(s) to read a PDF version of the student's IEP or Evaluation Report.
- Write—this allows the user(s), when given the appropriate rights by the system administrator, to write information into the student's Evaluation Report or IEP.
- Advisor—this allows the user to view a PDF version of the student's IEP.
- Service Provider— is allowed to write within the Evaluation and IEP when assigned the appropriate rights by the system administrator.
- Case Manager—selecting this role assigns the student to a caseload; user is also allowed to write within the Evaluation and IEP when assigned the appropriate rights by the system administrator. After a student has been added to a caseload, that student's name will appear under the "Caseload" list in the Index

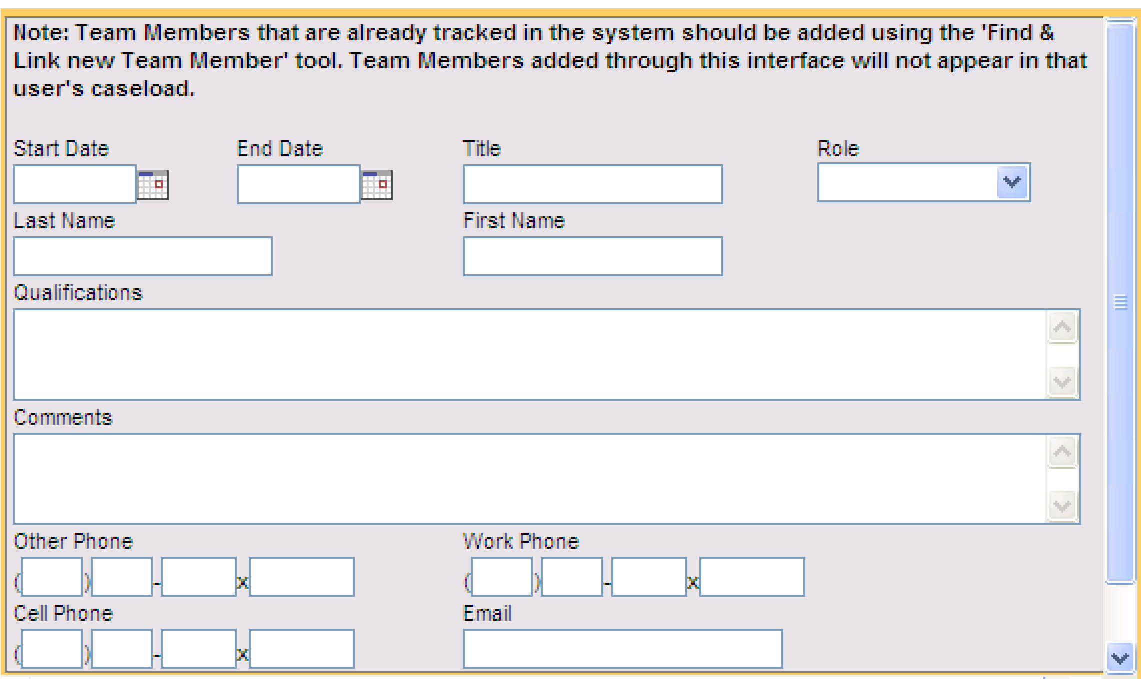
tab of the selected case manager. *Note:* there should be only one case manager assigned to a student.

Use the “Special Ed Staff” or “Advisor Staff” drop-downs to add the team member.

After you have chosen the new team member, click the Add Team Member button.



The second tool, Enter New Team Member, brings up the screen below. This screen enables the IEP writer to enter and store information about a New Team Member.



Save your work with the Save or Save & Continue button.

At the bottom of this screen is another button, Fetch Classroom Teachers, that is a tool for bringing up the complete list of classroom teachers linked to the student only when the district uses the Infinite Campus scheduling function.

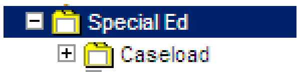
Recommended Practice: Team

When building an IEP team, add the parent/guardian first, designate the case manager, then add additional required and appropriate team members.

Enter the ROLE for each team member other than parent/guardian or case manager, rather than specific individual by name.

Enter additional team members identified as "other" to provide signature lines for additional individuals who may attend the meeting.

Once the IEP team has been created and case manager assigned, revisit the

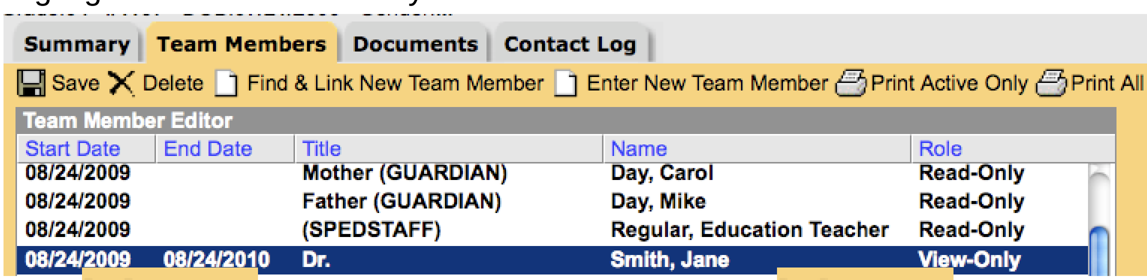


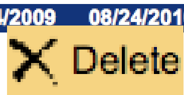
on INDEX and use the "+" to verify the caseload.

The district or cooperative will provide guidance on the assignment of ROLES to ensure consistency of practice across the district(s).

HOW TO DELETE TEAM MEMBERS

Highlight the Team Member you wish to remove.



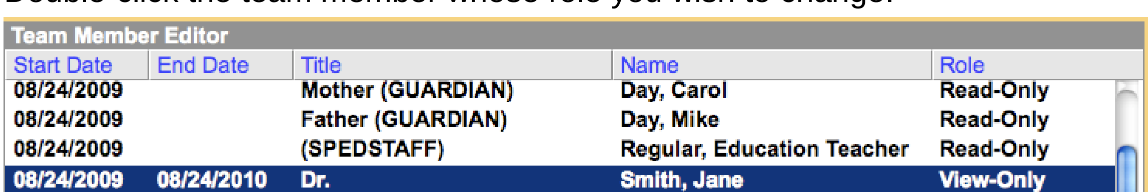
Click 

to remove the Team Member. If the 

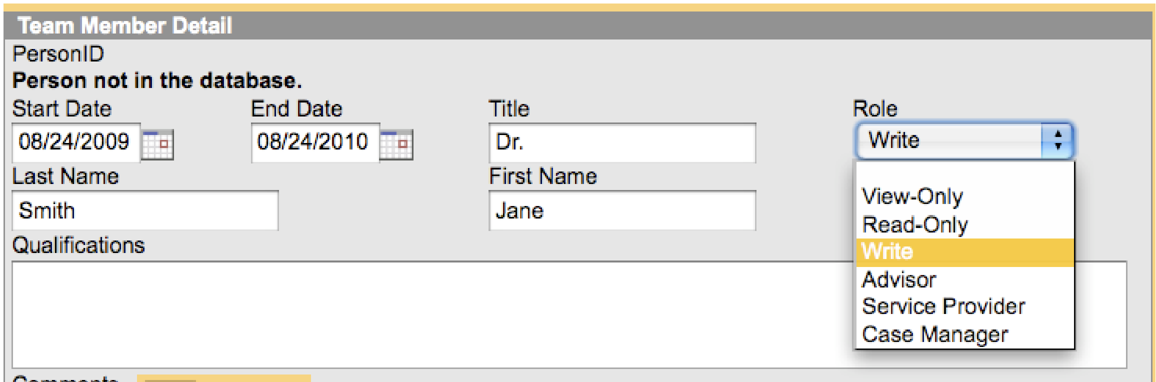
icon is "grayed-out" and does not work, contact your system administrator.

HOW TO CHANGE THE ROLE OF A TEAM MEMBER

Double-click the team member whose role you wish to change.



Then change the role.



and click 

.

If you change the End Date for a Team Member (for when the student moves to the next grade or semester) that Team Member will not have access to the student's special education information after that date.

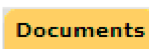
You can also enter a "blank" Team Member by choosing the Role only and leaving other areas blank. This will print as a blank line on the IEP Signature area.

<u>Technical Note: Data Collection</u>

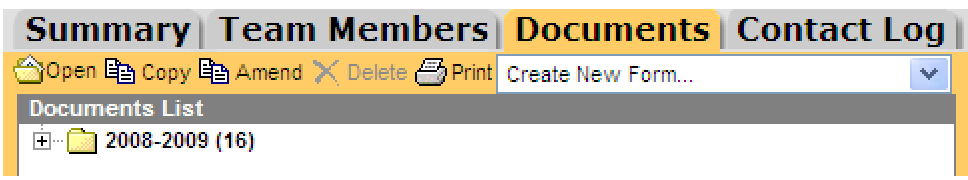
The information entered into an editor becomes data from which the district or the Office of Public Instruction can create reports.

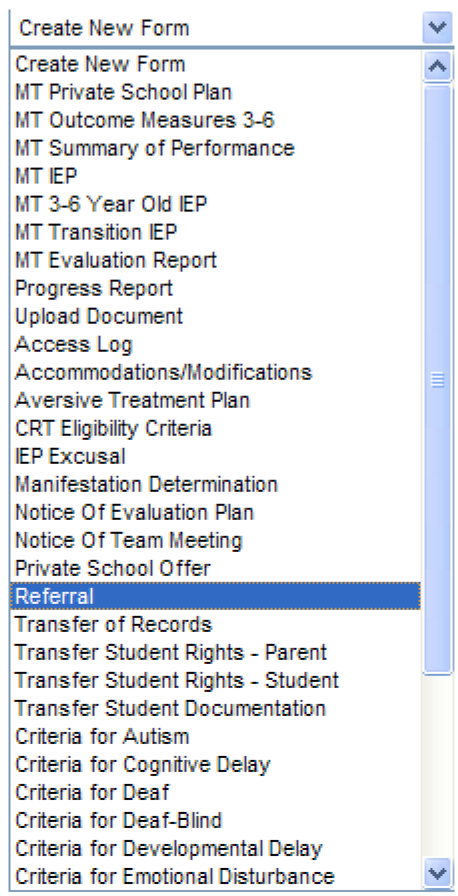
Referral

We are now ready to begin building our special education file for this student. To do this, we are going to use two different types of forms: simple enterable forms and editor-based forms. Both of these kinds of forms are designed by the OPI—you will not have the ability to edit or change them. Simple forms are enterable PDF forms that will prefill with the student's demographic information and then allows you to enter the other applicable information on the form. These forms can be printed out in hard copy, as well as saved to the student's electronic special education file. Editor-based forms are forms made of individual components that contain data fields into which the team adds information. Editors allow the user to enter information about a specific portion of the Evaluation Report or IEP. When put together and printed, these editors match the current OPI forms.

Click on the 

tab.





Then select 

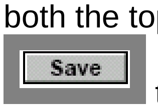
from the 

drop-down list. Clicking on Referral opens to the OPI *Referral for Comprehensive Educational Evaluation* form.

Complete this form by typing in the relevant information in the appropriate sections of the form. The form should be prefilled with information already stored in the student's record (e.g., student name, birth date, guardian information).

Enter a brief statement of the reasons for the request for an initial evaluation. Check the areas that should be evaluated. Type your name onto the form.

Click the 

button. Save buttons are located at both the top and bottom of each OPI form. Until you 

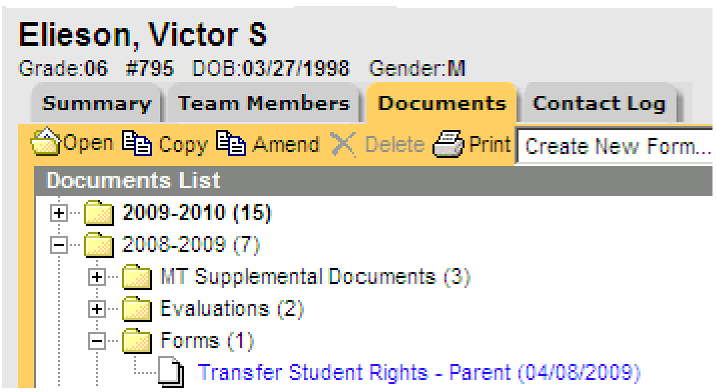
the form, the software will not allow you to amend the document.

Click the 

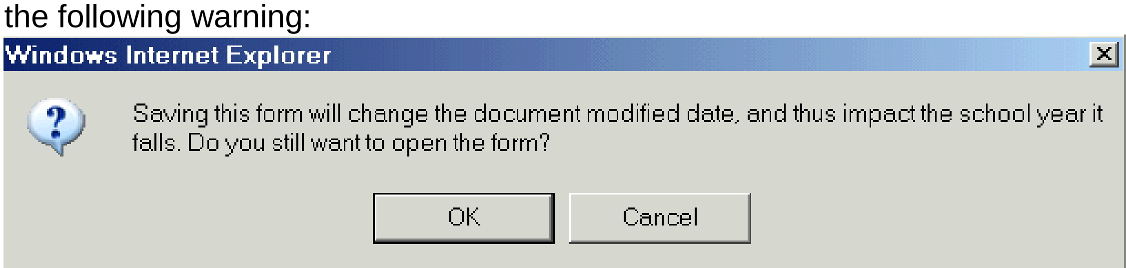
button to view the final document and print a paper copy for the record. Sign the paper copy that will be stored in the paper file.

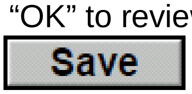
Technical Note: Reopening and NOT SAVING simple forms.

Simple Forms like the Referral and Notice of Evaluation Plan are saved by school year in the Forms area of the Document List.



When you reopen a Simple Form you have previously saved you will receive the following warning:



Click on “OK” to review the form. If you entered new information into the form use the 

button to save any changes. The document will move to the Forms section of the current school year.

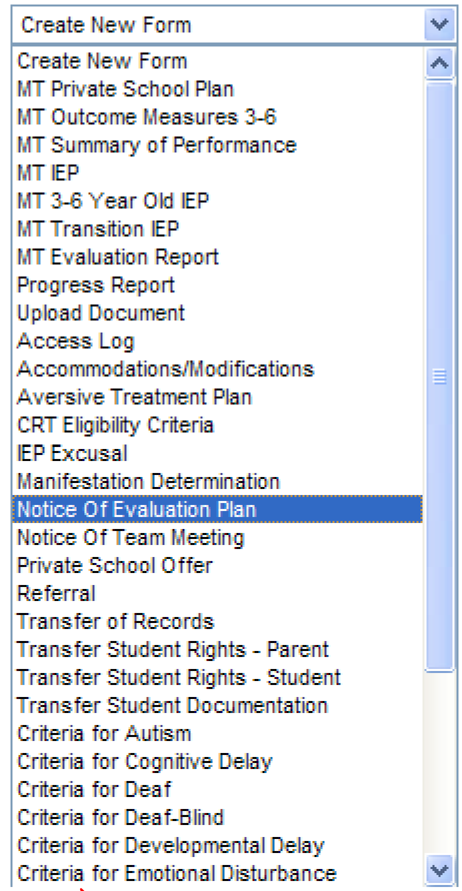
If you did not make changes, exit the document by clicking on the student’s name in your Caseload. That will prevent a document from a previous school year being moved to the folder for the current school year.

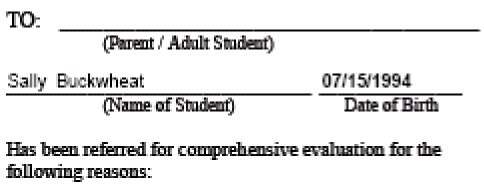
Notice of Evaluation Plan

Click on the Documents tab 

and Select the *Notice of Evaluation Plan* from the Create New Form drop-down list.

Like the referral form, this document will be prepopulated with some information already contained in the database (Parent/Adult Student, Name of Student, and Date of Birth).




TO: ______________________________
(Parent / Adult Student)

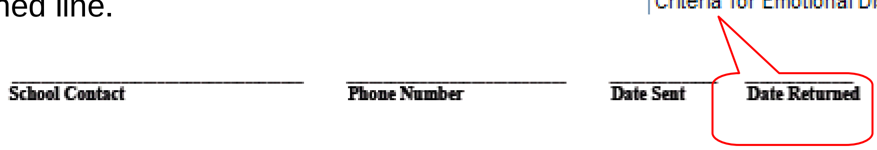
Sally Buckwheat 07/15/1994
(Name of Student) Date of Birth

Has been referred for comprehensive evaluation for the following reasons:

Write the reason or reasons why the student needs this initial evaluation or reevaluation.

Click the box before each assessment procedure to mark an **X** indicating which assessments are necessary to determine initial (or continued) eligibility.

Type the required information on the lines for School Contact, Phone Number, and Date Sent. When the parent returns the Evaluation Plan, open the *Evaluation Plan* again and type in the date the district received consent on the Date Returned line.


School Contact Phone Number Date Sent Date Returned

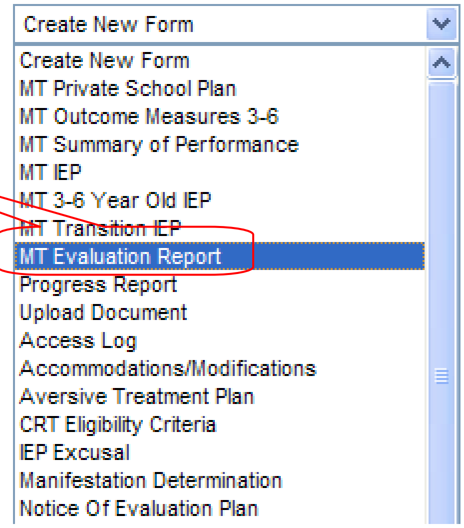
Finally, click the 

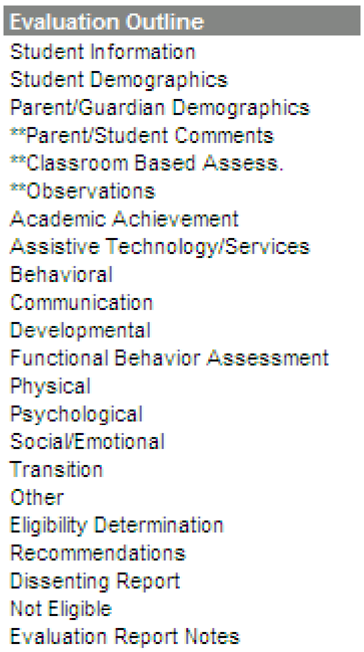
button to enter the information into the database. Click the 

button to view the final document and print a hard copy for the paper record.

MT Evaluation Report (formerly CST Report)

To develop an *Evaluation Report*, click on the **Documents** tab. Go to the Create New Form drop-down list, locate the *MT Evaluation Report*, and click to open.





On the left side of the screen you will see a list of all editors for a comprehensive educational evaluation. Note that the required editors are shown with a double asterisk (**).

While the Evaluation Outline lists every editor that could be found in an Evaluation Report, select only those editors that are appropriate and required for the student.

Some editors will be prefilled with information from the database (e.g., Student Information, Student Demographics, Parent/Guardian Demographics). Others are expandable text boxes for assessment summaries. Still other editors contain checkboxes that document team decisions.

Student Information Editor

To begin writing a *MT Evaluation Report*, start at the top and open the 

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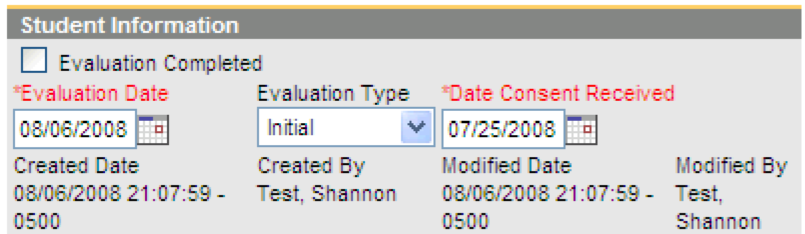


Enter the date on which the team will meet to determine the student's eligibility. You must indicate whether this is an initial evaluation or reevaluation from the Evaluation Type drop-down menu.

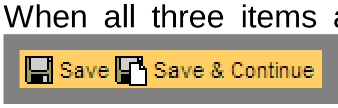
Later, after the team meets and determines eligibility, return to this box and click the Evaluation Completed checkbox, and finalize the *MT Evaluation Report* by resaving. This will lock the report and prevent changes to the signed copy.

The Date Consent Received is the date on which the district received written, parental consent for the evaluation or reevaluation. Note that the Evaluation Date and Date Consent received are in red and have an asterisk, indicating that both are required elements. Until both dates are entered, the software will not allow you to save.

Technical Note:

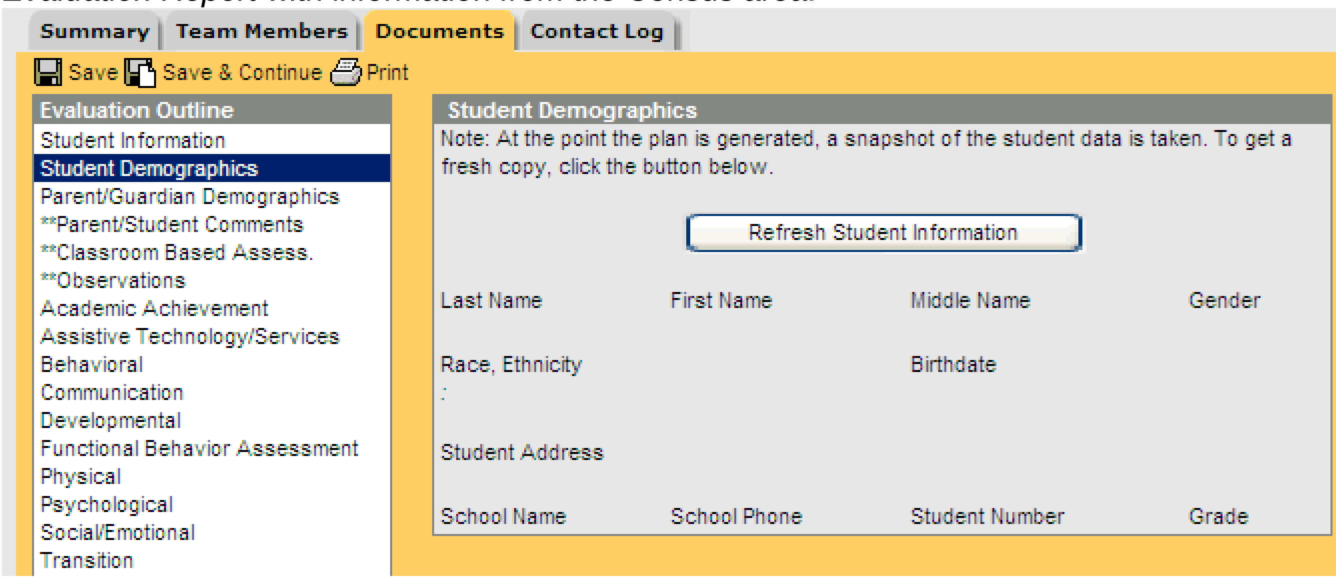
The Date Consent Received may be copied manually from the Evaluation Plan to this editor or entered directly. Information does not auto-fill from simple forms such as *Evaluation Plan.*

When all three items are entered, click on the Save or Save and Continue button.

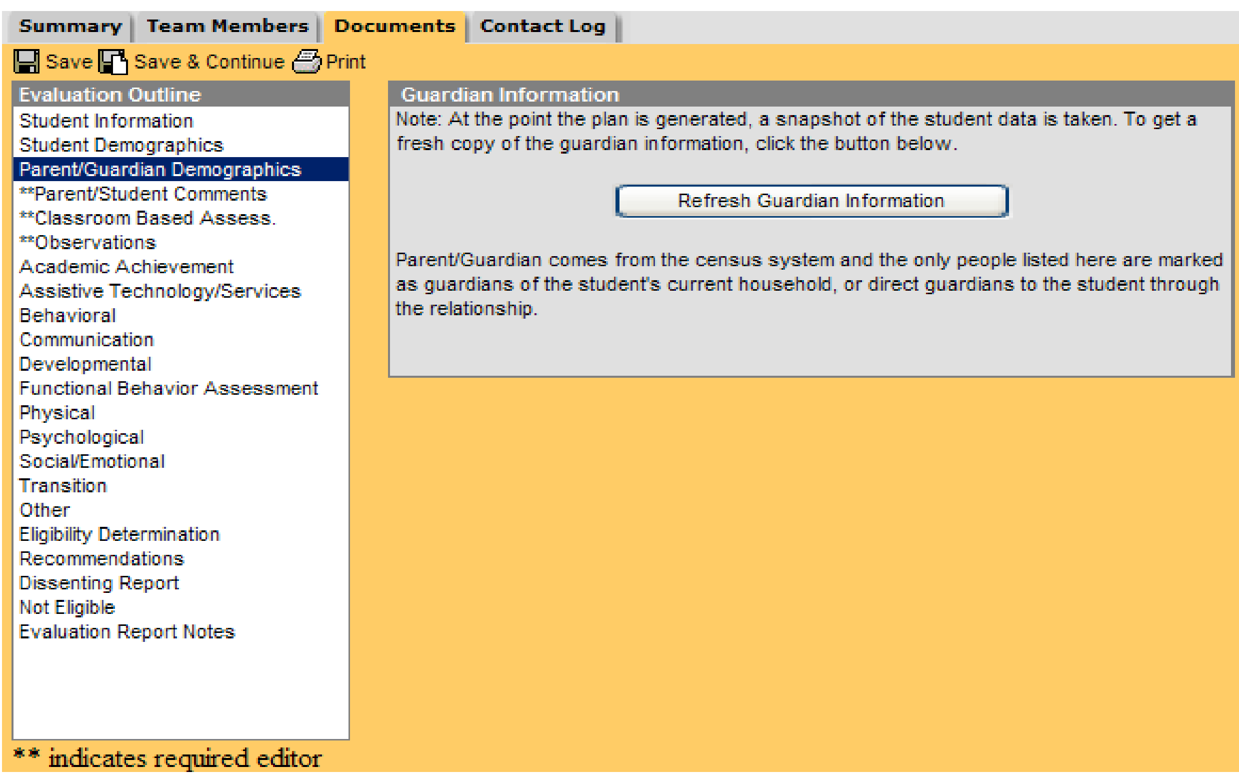


Demographics

Click on the Student Demographics editor to bring up the screen below. Click on the Refresh Student Information button in the middle, and the system will update the *MT Evaluation Report* with information from the Census area.



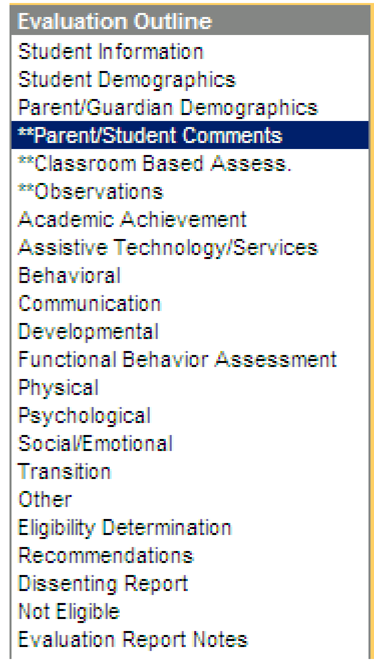
Select the Parent/Guardian Demographics editor to pull up the screen below and click on the Refresh Guardian Information button in the center to update information about the student's parent or guardian. If information is missing contact your AIM system administrator.



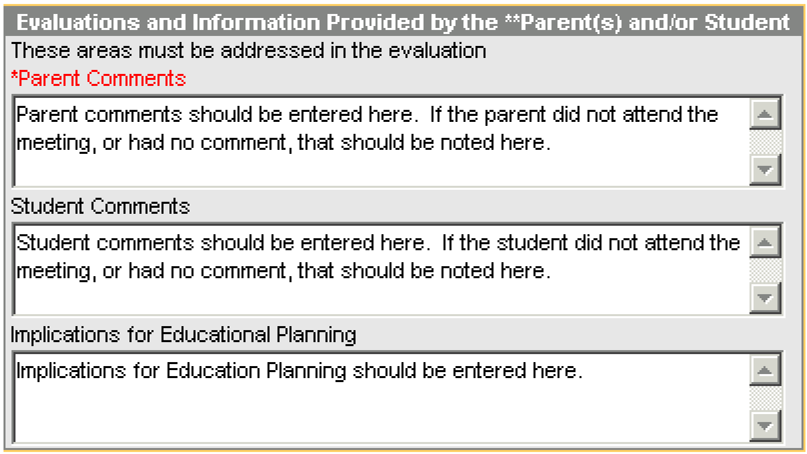
Recommended Practice

Demographics editors have buttons that “refresh” or “get” information. Whenever one appears, always click it.

Documenting Parent and Student Comments

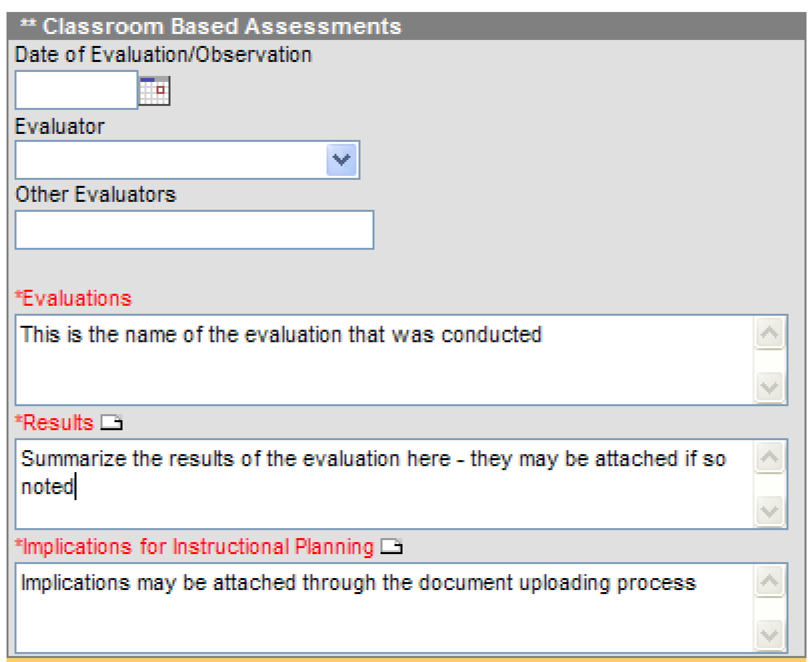


Click the **Parent/Student Comments editor to bring up the text box (shown below) to summarize comments from the parents.



As the red text and asterisk (*) indicate, the Parent’s Comments must be documented to be able to save and continue with the Evaluation Report. The evaluation team must also write a statement of implications for educational planning.

Classroom-Based Assessment



Indicate the date on which the classroom-based assessment was completed. Select the name of the person who conducted the assessment from the drop-down menu, or enter their name in the “Other Evaluators” text box. The red ink and asterisk (*) indicate that *Evaluations, *Results, and *Implications for Instructional Planning are required for a classroom-based assessment.

Note that the icon shows that district-made templates may be available to assist with documentation requirements.

Each of the three text boxes (Evaluation, Results, Implications for Instructional Planning) must contain information in order to use the Save or Save & Continue buttons to move on with the next component of the *MT Evaluation Report*.

<u>Technical Note: Template Banks</u>

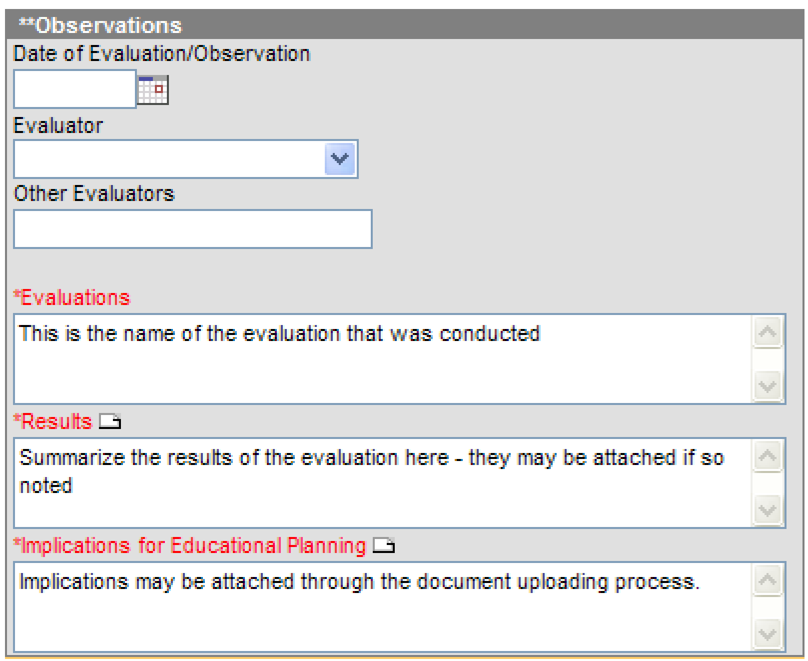
Each district is able to develop template banks for any editor field marked with the template bank icon. The Office of Public Instruction will not develop template banks.

Template banks contain standardized text for use in a specific data field. The advantages of templates are: ease of use, guidance on appropriate content, standards for consistency, and better assurance of compliance with regulations. The principal drawbacks are decreased individualization. The content of template banks is determined at the district level. A district may choose not to develop template banks for any or all fields. The district is responsible for ensuring that the content of template banks complies with state and federal regulations.

Observations

Enter or select the date of the Observation, identify the evaluator(s), describe the evaluation, name of the evaluator(s),and summarize the results, as well as discuss the implications for educational planning.

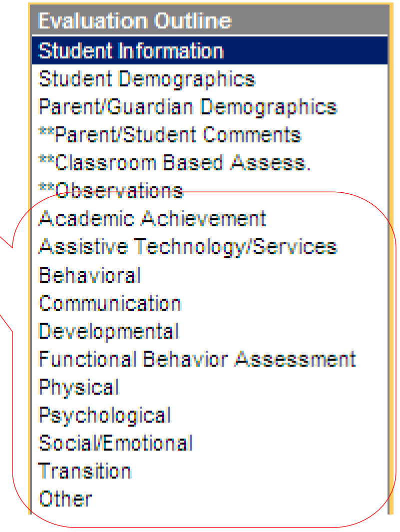
Note that Results and Implications for Educational Planning must contain information in order to use the Save or Save & Continue buttons to move to the next editor of the *MT Evaluation Report*.



District-produced templates may be available for the *Results and *Implications for Educational Planning text boxes.

Other Assessments

All of the assessments are shown at the right. Clicking on any of these will open an editor with the same components as those found on the Classroom-Based Assessment and Observation (Date, Evaluator, Evaluation, Results, and Implications for Educational Planning).



Please note that you must also include Results and Implications for Educational Planning and click either the Save or Save & Continue button to move to the next component of the *MT Evaluation Report*.

Only those assessment editors in which information has been entered will appear on the print copy of the *Evaluation Report*.

<u>Technical Note: Copy and Paste</u>

A contributor to an IEP or other document may enter the information directly into a text field of the document, so long as he or she has the appropriate user rights.

A specialist, regular education teacher, administrator, parent or other member of the IEP team may contribute information to the IEP by sending a report or other content to the case manager for inclusion into the document.

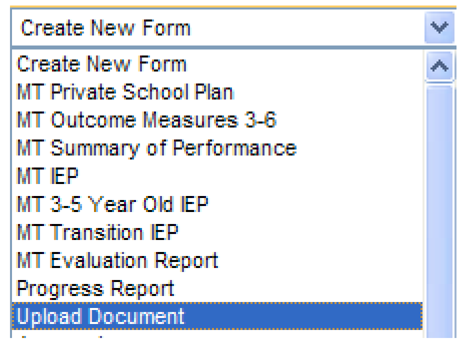
To insert the content into a field, select the text you want, copy the text from the document, and paste it into the appropriate field. Text copied from most word processors can be readily pasted, as can documents written with Text Pad or NotePad. Text copied from *Word 2007* docouments, (ending with .docx) may not copy smoothly, you may wish to open the documents with Textpad or Notepad to copy and paste.

Text from cells of a spreadsheet (*Excel*) will paste readily, but formatting may be lost. Whole spreadsheets cannot be pasted as text documents.

Going to a template bank and clicking on the appropriate selection (highlighted in blue and underlined) will paste the content selected into the field associated with the template. You may edit the content of a template's text after it has been pasted into a field.

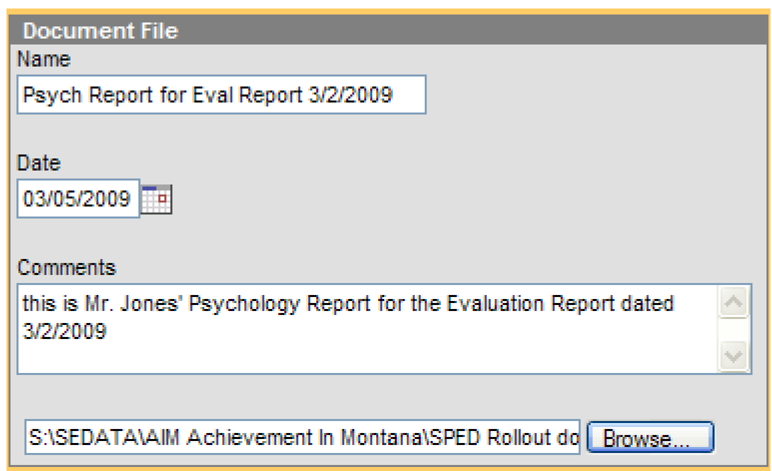
Uploading Documents

Some documents may be uploaded into a student's electronic special education file in the AIM system. Documents such as school psychologist reports, doctor's notes, and summaries of evaluation assessments may be easier to upload than to try and "cut and paste" into the Evaluation Report/IEP. Word documents from Word 2003 and older (.doc) and Adobe documents (.pdf) may be uploaded. Documents may be scanned to the local computer and saved as Adobe documents then uploaded.

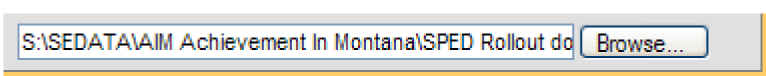


To begin the upload process, select "Upload Document" from the "Create New Form" drop-down list on the Document tab.

Type in the name of the document to be uploaded, and the date you are uploading the document. The OPI recommends naming the document so that it can be associated to the Evaluation or IEP that it is related to (i.e., Psych Report for Eval Report 3/2/2009). Add any comments that are necessary in the Comments text area.



Click on the "Browse" button to find the document on your computer. Once you have selected the document on your computer, the path (location) of that document will appear in the text area next to the Browse button.



Click on "Save" to upload the document. The document will appear under the "Forms" header on the Documents tab. The document is then part of the student's electronic file.

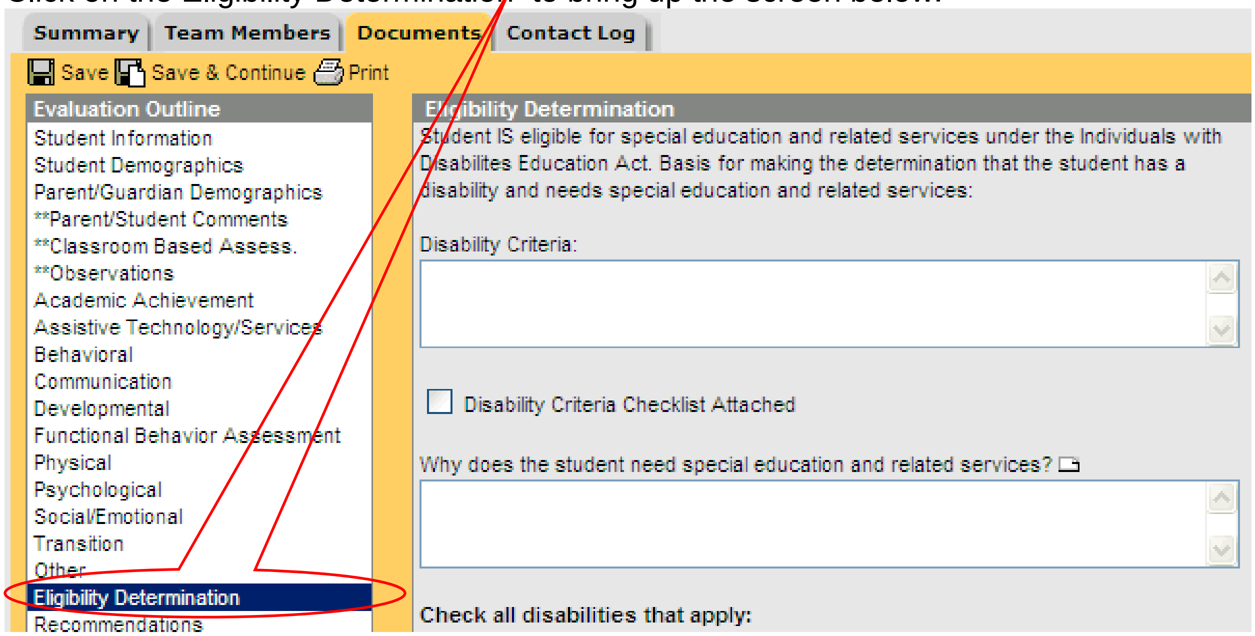
Technical Note: Naming Protocols

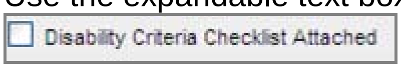
The district should establish and use standardized protocols for naming reports. Doing so will make it easier to locate reports stored under the Forms section of the Documents list.

The OPI suggests that the district consider this protocol: Assessment, Meeting Date. Saving a report titled, “Psychological Report 5/4/09,” would clearly indicate a psychological report. However, districts are free to adopt their own protocols.

Eligibility Determination

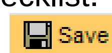
Click on the Eligibility Determination to bring up the screen below.



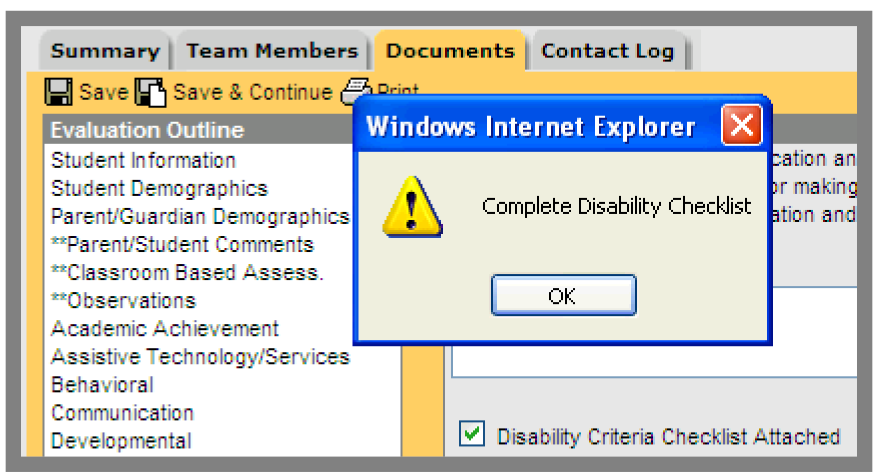
Use the expandable text box labeled "Disability Criteria," or check 

to document consideration of Disability Criteria.

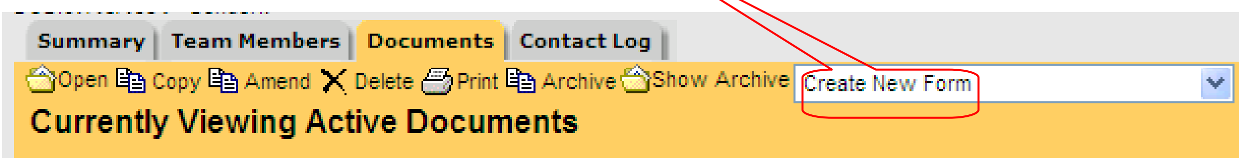
When you check the "Disability Criteria Checklist Attached" box, you receive a warning to be sure to complete the checklist.

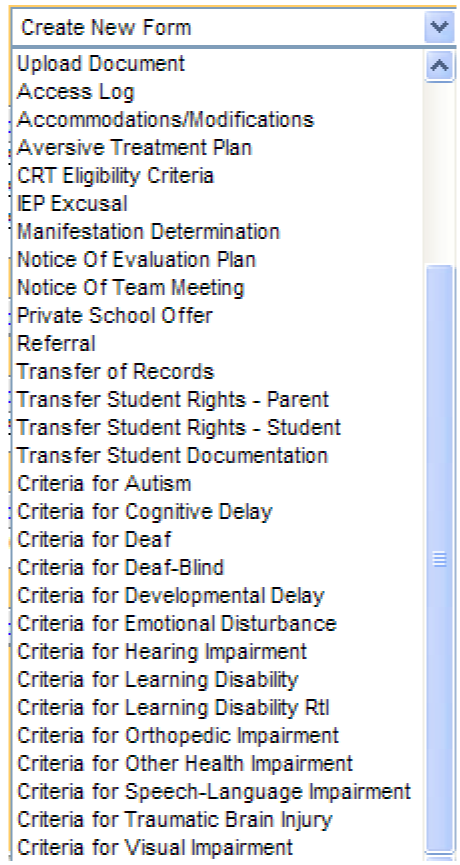
Click "OK," then 

, and click on the Documents tab at the top of the Workspace.



From the screen below, choose Create New Form, and select the set of criteria appropriate for the student.





The criteria for each disability category are listed in the drop-down menu, grouped together at the bottom of the document list, as shown on the right.

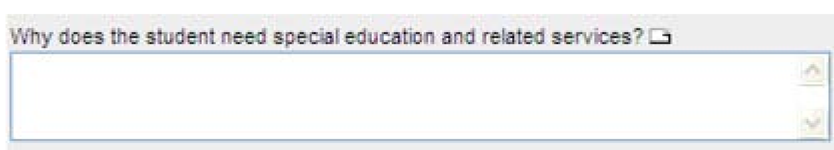
Clicking on a criteria checklist opens a document that lists components of the disability criteria which matches the current OPI form.

In the Disability Criteria Checklist, click the Yes No button for each statement. After checking all the Yes No items, click on Save. Note that the **Student Name:** is prefilled, as are the district's name and address at the top of the form. The **CST Date:** ________ will need to be filled in.

You may select more than one set of criteria to identify a student whose disability meets more than one category. Be sure to save each set of criteria used.

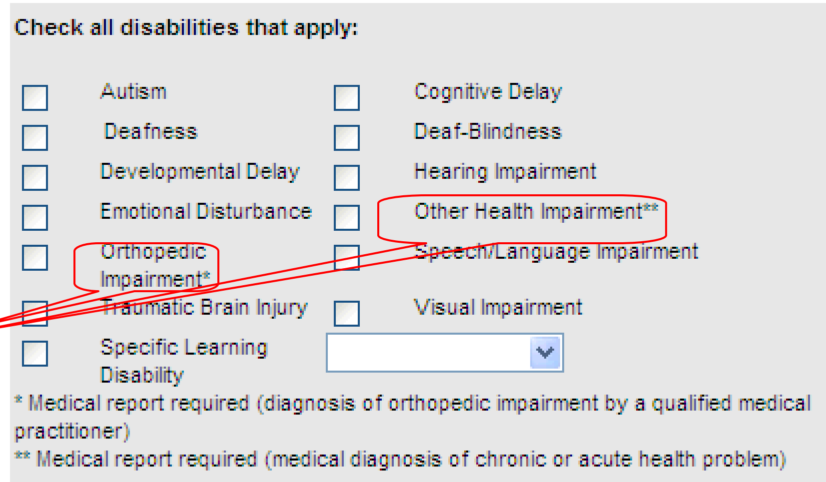
When you return to the Eligibility Determination editor, click the checkbox. ☐ Disability Criteria Checklist Attached and the Criteria Checklist(s) will be saved in the Forms area of the Documents tab.

Next, describe the student's need for specially designed instruction. District-produced templates may be available for describing why the student needs special education.

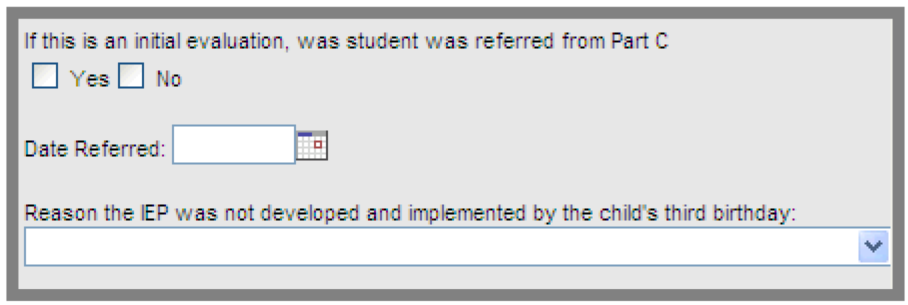


Next, check the box or boxes that indicate the disability criteria selected to determine eligibility.

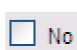
Note that when you identify Specific Learning Disability, you must also address the drop-down list that identifies either the RTI or Discrepancy Model as the method used to establish SLD eligibility.



Be sure to include medical reports that are required for Other Health Impairment and Orthopedic Impairment. This can be done through the Uploading Documents process.



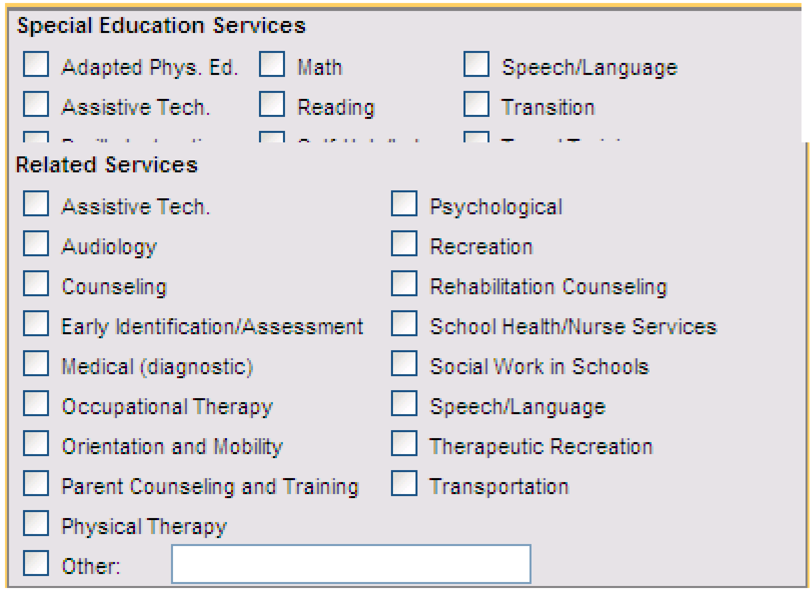
If the student is age 3, indicate whether the student was referred from the IDEA Part C program (i.e., STEP, Family Outreach, Quality Life, etc.). If so, indicate the date of the referral. If applicable, select a reason why the IEP was not developed and implemented by the child's third birthday from the drop-down list provided.

For an initial evaluation, click 

if the student was not referred by a Part C agency. Ignore this section for reevaluations.

Recommendations

Find the Recommendations from the list. Select the Recommendations editor from the Evaluation Outline. It displays the Special Education Services options list shown at the right.

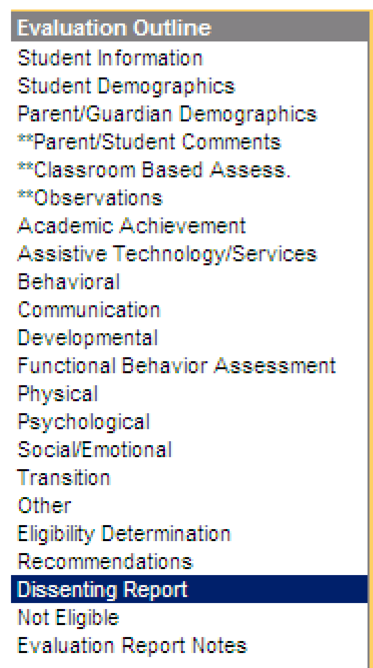


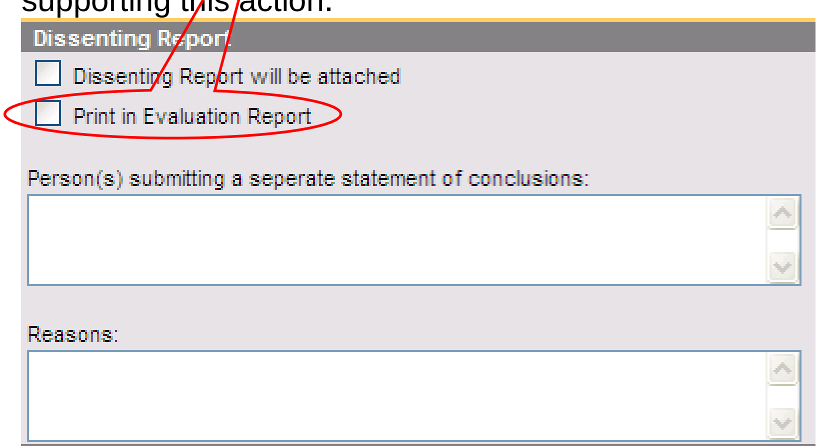
The Related Services choices are also shown on this editor.

Under the Related Services list, if you select Other:, describe the recommendation in the provided textbox.

Dissenting Report

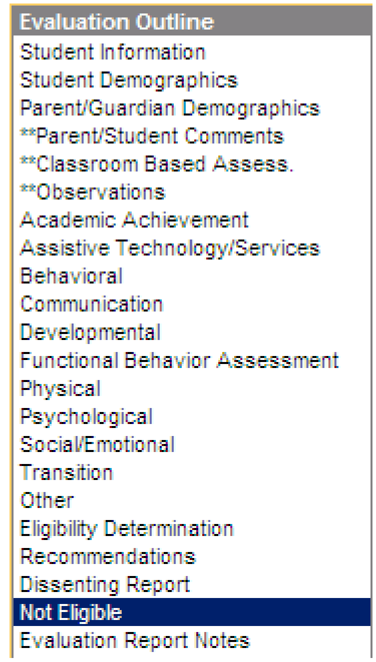
If someone wants to file a dissenting report, select the Dissenting Report editor (shown below) from the Evaluation Outline. If a team member intends to submit a dissenting report, note this by clicking the "Print in Evaluation Report" checkbox. If necessary, also click the "Dissenting Report will be attached" checkbox, then indicate who will submit a a seperate statement of conclusions: and summarize the Reasons: supporting this action.

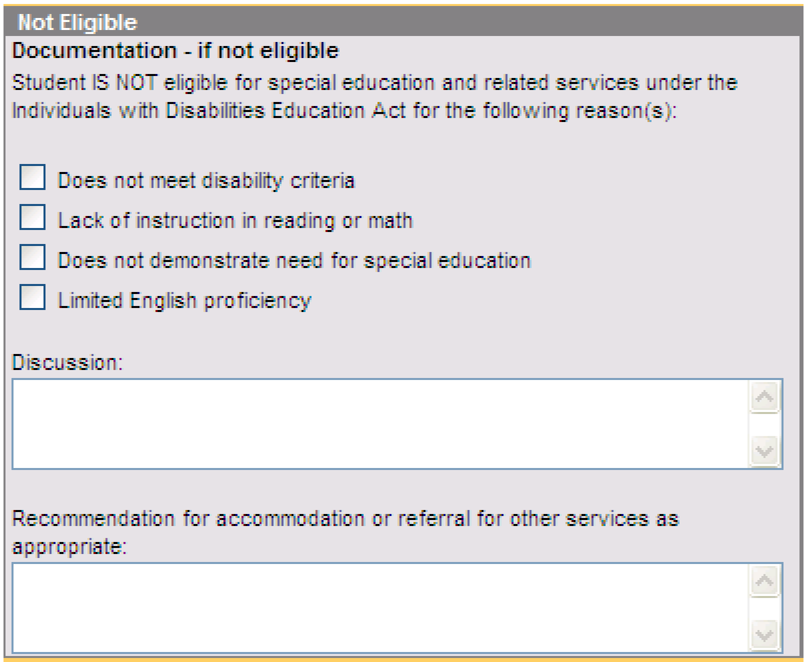




Not Eligible

If the Evaluation Team determines that their evaluation results do not support a conclusion that the student has a disability and needs special education, choose the Not Eligible editor and address the concerns below.

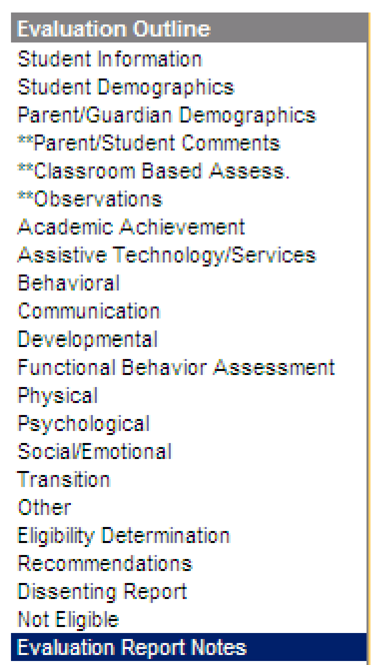




The textbox labeled Discussion: allows for documentation of input from team members.

Evaluation Report Notes

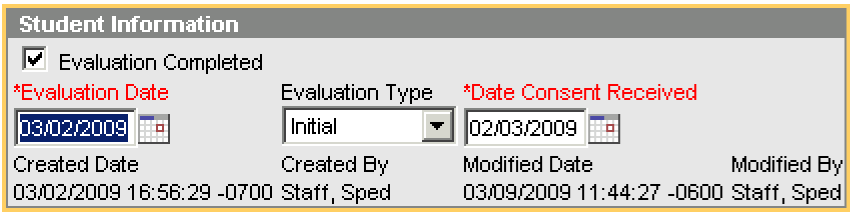
The last editor on the Outline list, Evaluation Report Notes, brings up the screen below. This expandable textbox allows for documentation of concerns, comments, and other input from team members.



Completing Your Evaluation Report

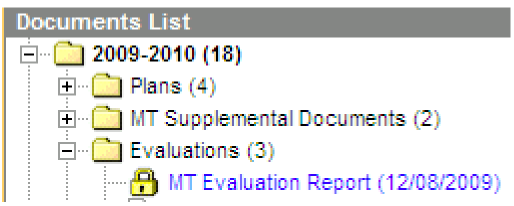
When you have completed your Evaluation Report, and the parents have signed, it is time to mark the report as Evaluation Completed. This final step requires you to select 

from the Evaluation Outline.



Check the "Evaluation Completed" box and 

. You will be returned to the Documents tab. Note that a padlock appears under the lock icon on the Evaluations list, next to the evaluation you just locked.



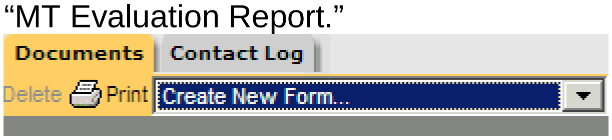
Technical NOTE: Locked Evaluations

Do not check the “Evaluation Completed” box until the *Evaluation Report* has been reviewed, printed, and signed by the team members.

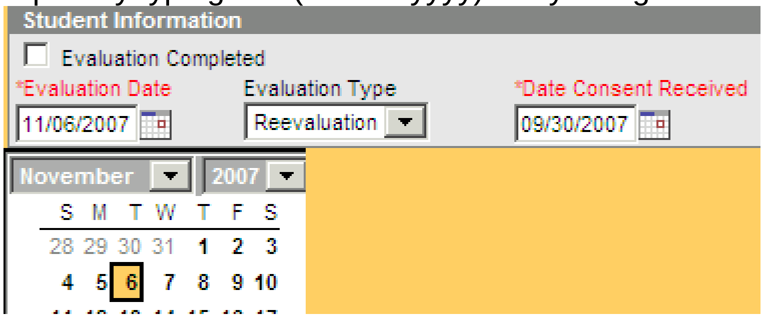
Populating an IEP with a Disability for an Annual IEP (student not in AIM)

When creating a first IEP in the AIM system for a student who is currently receiving special education services, but is not identified in AIM as a student with a disability, complete the following steps:

On the Documents Tab, select the "Create New Form…" dropdown list and choose the “MT Evaluation Report.”



In the Student Information editor, enter Evaluation Date from the hard copy Evaluation report by typing it in (mm/dd/yyyy) or by using the calendar function.



Choose the type of evaluation that was completed - Initial or Reevaluation.

Enter the Date Consent Received. If the Permission to Evaluate form is not readily available, use the date of the Evaluation Report.

SAVE (not Save and Continue)

In the Evaluation Outline on the left of the screen, select the "Eligibility Determination" editor. In the text area for Disability Criteria, enter "See Hard Copy Evaluation Report dated …" with the date of the report. Enter this same information in the text area for, "Why does the student need special education . . . "

Check the disability category(ies) for which the student was identified.

SAVE (not Save and Continue)

Go to the "Evaluation Report Notes" editor and enter "See Hard Copy Evaluation Report dated …" with the date of the report.

SAVE

Return to the "Student Information" editor. Check the "Evaluation Completed" checkbox and SAVE.

Click on the "Documents" tab to return to the documents list for the student. The student will now be indentified in the AIM system as a special education student.

NOTE: This AIM Evaluation Report DOES NOT need to be printed out and placed in the students' file. The paper copy of the Evaluation Report/CST is already in the student's file.

The Office of Public Instruction is committed to equal employment opportunity and non-discriminatory access to all our programs and services. For information or to file a complaint, contact the OPI Title IX/EEO Coordinator at (406) 444-3161.